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| **Assurance of Student Learning**  **2022-2023** | |
| **College of Education and Behavioral Science** | **School of Leadership and Professional Studies – Bachelor of Interdisciplinary Studies** |
| **Bachelor of Interdisciplinary Studies (558)** | |
| **Cort Basham** | |

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| ***Use this page to list learning outcomes, measurements, and summarize results for your program. Detailed information must be completed in the subsequent pages.*** | | | |
| **Student Learning Outcome 1: Students will integrate insights from at least two different disciplines through a culminating senior capstone project in IDST 495 Senior Capstone.** | | | |
| **Instrument 1** | **IDST 495 (3.0 Credit Hours) and IDST 499 (1.0 Credit Hour) Senior Capstone Project** | | |
| **Instrument 2** |  | | |
| **Instrument 3** |  | | |
| **Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 1.** | | **Met** | **Not Met** |
| **Student Learning Outcome 2:** | | | |
| **Instrument 1** |  | | |
| **Instrument 2** |  | | |
| **Instrument 3** |  | | |
| **Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 2.** | | **Met** | **Not Met** |
| **Student Learning Outcome 3:** | | | |
| **Instrument 1** |  | | |
| **Instrument 2** |  | | |
| **Instrument 3** |  | | |
| **Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 3.** | | **Met** | **Not Met** |
| **Program Summary (Briefly summarize the action and follow up items from your detailed responses on subsequent pages.)** | | | |
| The BIS does not naturally lend itself to assessment via multiple artifacts for two chief reasons. First, there are 12 different Area of Emphasis for BIS students so multiple, standard, content-based assessments would be difficult if not impossible to design. Second, essentially no students start in BIS so there is no existing sequence of courses for standard “check points.” In fact, there is only one required course at present (Senior Capstone) and even that course comes in two varieties: 1) IDST 495 as a 3.0-hour option and 2) IDST 499 as a 1.0-hour option. Third, *flexibility* is the primary core value of the program so rigidity in assessment goes against the program’s natural grain. For example, some students take many IDST courses over multiple semesters or years en route to a BIS degree while others come into the BIS in their last semester nearly degree-complete and need only IDST 495 or 499 to graduate. In summary, at last snapshot we had 232 majors most of whom typically come into BIS relatively late in their college career from previous majors and programs across all five WKU colleges. Maintaining flexibility and keeping student success front-and-center is paramount.  Last year’s (AY 22-23) stated goals and progress follows. Broadly, we aimed to review course learning outcomes (CLOs), student learning outcomes (SLOs), and common artifacts for assessment in 22-23. Review of those goals and updates follows.   1. Convert the 1.0-hour IDST 499 from a “career prep” five-module course to one focused on producing the Senior Capstone Project. Producing this project would yield the1.0 hour of credit. This would allow every BIS graduate to product the same artifact present in 495 creating consistency across both Senior Capstone options. This was completed and will continue in Fall 23 and beyond. 2. Create guidelines for a standardized Capstone Project measured with a standard rubric across all IDST 495 and 499 sections. This was also completed. Dr. Anne Heintzman’s 495 assignment served as the baseline. We made slight edits to fit the 1-hr version, but the assignment is virtually identical for all capstone students in 495/499. 3. Identify common COs and SLOs present in all IDST courses from 199 through 495/499 for inclusion on all IDST course syllabi and implementation in all courses. This conversation has begun but no formal adoption of COs or SLOs for all IDST prefix courses has been settled. This is a top priority for 23-24.   The BIS will consult all current FT faculty, select PT faculty, the SLPS director, and other relevant parties as we seek to further develop our identity and purpose in SLPS, CEBS, and WKU. | | | |

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| **Student Learning Outcome 1** | | | | | | | |
| **Student Learning Outcome** | **Students will integrate insights from various disciplines in a culminating senior capstone project.** | | | | | | |
| **Measurement Instrument 1** | **Senior Capstone Project**  The core text for IDST 395 and IDST 495 courses (Allen F. Repko’s *Introduction to Interdisciplinary Studies*) defines interdisciplinary studies as “a cognitive process by which individuals or groups draw on disciplinary perspectives and integrate their insights and modes of thinking to advance their understanding of a complex problem with the goal of applying the understanding to a real-world problem. (28)”   The IDST 495 capstone project offers students a culminating opportunity to demonstrate IDST thinking and problem-solving via a robust project based on their own areas of expertise, adequacy, and interest. By employing two or more disciplines aimed at addressing a complex, real-world issue, the capstone project puts core IDST principles and research methods into practice. This capstone project not only shows how individual students can select disciplines relevant to the issue at hand, but also demonstrates the range and depth of work present at both the class and program level. In other words, at the student-level, the project shows IDST skills. At the class and program level, the project shows how BIS students across all 12 emphasis areas ask highly relevant, real-world questions and devise creative, interdisciplinary ways to address them. | | | | | | |
| **Criteria for Student Success** | A grade of C or higher | | | | | | |
| **Program Success Target for this Measurement** | | | 80% of students achieve a grade of C or higher on the IDST 495 Capstone Project | | **Percent of Program Achieving Target** | **87%** | |
| **Methods** | Generally, IDST 495 students engage in groups or teams centered around their BIS emphasis or interest areas. Out of this, each student produced individual capstone project. Given the nature of the degree and 12 different emphasis areas methods had some variability, but each student produced an individual interdisciplinary research project.  As of Spring 2023, IDST 499 is a one-hour capstone in which students produce the capstone project described above.  This measure indicates the percentage of students who completed the 495/499 course and scored C or higher on the Senior Capstone Project.  All instructors teaching 495/499 reported these numbers and 110 of 127 capstone students received a grade of C or higher on their capstone in 22-23 (87%).  NOTE: There are still four students enrolled in the Summer 2023 OnDemand section of IDST 495 who do not yet have final grades. | | | | | | |
| **Measurement Instrument 2** |  | | | | | | |
| **Criteria for Student Success** |  | | | | | | |
| **Program Success Target for this Measurement** | |  | | **Percent of Program Achieving Target** | |  | |
| **Methods** |  | | | | | | |
| **Measurement Instrument 3** |  | | | | | | |
| **Criteria for Student Success** |  | | | | | | |
| **Program Success Target for this Measurement** | |  | | **Percent of Program Achieving Target** | |  | |
| **Methods** |  | | | | | | |
| **Based on your results, highlight whether the program met the goal Student Learning Outcome 1.** | | | | | | **Met** | **Not Met** |
| **Actions** (Describe the decision-making process and actions for program improvement. The actions should include a timeline.) | | | | | | | |
| The updated IDST 499 version was piloted in Spring 2023 and offered again in summer. This will go forward in Fall 2023 and beyond. The BIS Unit will review the Capstone Project instructions for both 495 and 499 to ensure alignment and equivalency over the course of the next year. | | | | | | | |
| **Follow-Up** (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.) | | | | | | | |
| In 2021-22, graduates hit the Success Target at a rate of 100%. This AY 22-23, it was 87%. Based on this performance, it seems reasonable to consider raising our Success Target on this goal if students are again over 85% in the coming year. We will revisit at the end of AY 23-24 ahead of the AY 24-25 ASL report. | | | | | | | |
| **Next Assessment Cycle Plan** (Please describe your assessment plan timetable for this outcome) | | | | | | | |
| We will review determine our Success Target performance each year. | | | | | | | |